The Socialization and Mentoring of Doctoral Students: A Faculty's Imperative

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I remember clearly the day of my doctoral defense when my mentor leaned over to me and said, "the work and rewards of the academy are just beginning for you, and they are never ending." I now understand the value and truth in those powerful words of encouragement. As a junior faculty member in my fourth year at a research university, I have discovered that there are striking differences in the way faculty members have been prepared and socialized to enter the academic workplace. While some receive a quality doctoral experience with exemplary mentoring and socialization, others do not receive the preparation and training they need to succeed in their academic career.

Individuals pursue their doctorate for a variety of reasons: some for personal attainment, some for status and recognition, some for a credential to achieve an upward mobility goal, and some to become faculty members in the academy. When I applied to the doctoral program, I wanted to become a professor of higher education and to be part of a lineage of academic women who believed in quality teaching, research, and service. In my mind the honor and responsibility of being accepted into a doctoral program meant that I should persist and finish, and get the most out of my doctoral experience. I clearly wanted a dissertation chair/mentor who would thoughtfully guide me through this experience. In my case I chose to continue working with the advisor who had chaired my master's degree committee. I selected my chair for the following reasons: 1) she was the most constructive and rigorous instructor in the classroom and in grading my papers, 2) she was an exemplary teacher, 3) she was a productive scholar, 4) some of our interests were similar, and 5) she believed in, exhibited, and wrote about mentoring, socialization, and the professional development of doctoral students. Therefore, I'm pleased to be able to share some of the many aspects of my professional and academic socialization and mentoring experiences that I received in my doctoral education, as well as what I have learned as a new faculty member in a research university.

Preparing for the Professorate

At a recent graduation ceremony, a new PhD in education came up to me and said that she too is going to be a professor at a research university. I enthusiastically extended my congratulations and asked what university was she planning to go to as an assistant professor. She replied, "I haven't started to look for a position yet, but I'm looking forward to the experience." A colleague asked her if she had any publications in progress, or if she was currently working on publishing her dissertation as a research article. Again she replied that she has no publications in progress, nor had she made any plans to compose any research articles from her dissertation. As the new graduate moved on, the colleague and I looked at each other. We didn't have to say anything; we both knew that she wasn't adequately prepared or socialized to become a professor at a research university. This experience raises two important points about doctoral education: 1) she should not have waited until after graduation to start looking for an academic position; her applications should have already been submitted, and 2) she should at least be in the process of redesigning her dissertation into a research article. Doctoral candidates must have some scholarly work going on in today's competitive academic marketplace (preferably with a faculty member). Now before I blame the student's chair or mentor, it may be that the student never discussed her professional intentions with those with whom she had worked. Sometimes the academic tradition and ceremony of graduation can inspire an individual's thinking in new ways.

Institutional Type

Because the student and I had both mentioned the term research university, I feel that it is important to briefly clarify the responsibilities of faculty who work a research university. In higher education we often refer to the Carnegie Classification of Institutional Type. A research university (or more correctly stated—a doctoral/research extensive university) is one of many types of institutions in higher education. Other institutional types include doctoral/research intensives, master's colleges and universities, baccalaureate colleges

(i.e., liberal arts colleges, baccalaureate general colleges), associates colleges (e.g., community colleges), specialized institutions (e.g., theological seminaries), and tribal colleges and universities. Different institutional types have different criteria for the faculty work that is conducted and rewarded in terms of teaching, research, and service, and of course, for earning promotion and tenure. So the notion goes, if you don't like doing research, you shouldn't be working as a faculty member in a doctoral/research extensive or intensive university. At most doctoral/research intensive universities, to earn promotion and tenure faculty members must allocate their time and work to teaching, research, and service. Within the research university classification, percentages of time devoted to these activities can vary by institution. For example, the University of Missouri-Columbia recommends that faculty members allocate 40 percent of their time to teaching, 40 percent to research, and 20 percent to service. The quantity and quality of activities to achieve tenure and promotion can also vary within these categories by institution. It is incumbent on new faculty members to find out and understand the reward structure (i.e., the percentage of time allocated to each activity, and the number of activities to strive for within each category) in order to earn tenure and promotion within the institution where they work.

Now, let's return for a moment to the student who just graduated with a doctoral degree. Although this new PhD may have the skills and capacity to become a professor, earning a doctorate does not automatically "prepare" the student to become a professor at a research university. Based upon my experience as a new tenure track faculty member, becoming a successful professor takes careful preparation, socialization, and mentoring.

Understanding the Socialization and Mentoring Experience

Doctoral education at major research universities is an intense socialization experience designed to prepare students for a lifetime of scholarship and research (Johnsrud, 1990). In their discussion of socialization into the professorate, Tierney and Bensimon (1996) examine the formal and informal faculty socialization process that occurs in two stages: anticipatory and organizational. The first, *anticipatory* socialization, takes place before an individual comes to campus, and in this case, largely occurs during graduate school. More specifically, graduate students observe, participate, and interact with faculty members. From these experiences, students learn the roles and behaviors necessary to succeed as faculty members. The second, *organizational* socialization, occurs through initial entry and then by role continuance. Initial entry is defined as those acts that take place prior to entering the organization and immediately after (e.g., interviewing and hiring). Role continuance takes place throughout the tenure process. The tenure process is considered formal, whereas the casual conversations that individuals have on this and other subjects are examples of informal socializing experiences (Tierney & Bensimon, 1996).

Johnsrud (1990) contends that mentoring relationships between faculty members and their students are a significant means for identifying and developing the scholarly potential of students as well as for perpetuating the traditional norms and values of academic life and intellectual inquiry. She believes that mentoring is a means by which the protégé is sponsored for faculty positions, coached to succeed in research and publishing, and taught the various aspects of academic life. In essence, mentoring is most often a one-to-one relationship, and if that relationship continues to develop in a positive manner, then it can eventually evolve into one of interdependence and collegiality.

For the new faculty member entering Academe, socialization may be from their dissertation chair or mentor, their doctoral committee, or from faculty members within or outside of their new department. Advice may also come from those faculty members who are actively engaged in the training and development of the future professorate. What is most important here is that the faculty member who is working most closely with the student must ensure that an appropriate socialization and mentoring process is taking place. Although socialization and mentoring continues when the graduate becomes a new faculty member, for the purpose of this discussion, I will primarily talk about those socialization and mentoring experiences that prepared me to become a professor at a research university.

Wanting to Become a Professor

After many years of working in the private sector, and wishing I were in education, I decided to make the shift from executive management to teaching in higher education. I always wanted to teach, so I started working on a master's degree in higher education via the Hawai'i Interactive Television System (HITS) on Kaua'i. In addition to satisfying my desire to teach and to give something back to the community, the experience of working on my master's thesis got me excited about research, and motivated me to move into edu-

cation full time and pursue a doctorate in higher education. More than ever, I wanted to be a professor, so I met with two professors in the department and asked them to prepare me to become a professor, and not to hold back. In turn I would promise to do the same. I firmly believe that what doctoral students put into their preparation and socialization is what they will get out of it. Doctoral students must also take, in part, some of the responsibility for their preparation and academic experience.

Students need to think about where and how to pursue all forms of academic socialization, training, and preparation available as part of their graduate experience. They need to work with, and emulate, those who are productive scholars so that they can learn to become researchers. They need to work with exemplary teachers who love to motivate and work with students, so that they can develop skill in teaching. And they need to work with faculty who model collegiality by contributing their time to serve on committees and participate in activities within the university and surrounding local and national communities. In addition to the triad of research, teaching, and service, new faculty members must also become productive colleagues within their departments. Collegiality is least often discussed in the academy, but it is vitally important to the success of a newly hired faculty member. Collegiality is about fostering positive and productive relationships between department and college peers. In order to learn about the value of teaching, research, service, and collegiality to becoming a faculty member, I knew that I needed to be around faculty in the department so that I could observe their daily work, participate and engage in academic and social discussions, and assimilate and integrate the scholarly work in my field. What motivated me was a powerful sense that my doctoral experience was an initiation into becoming a university professor.

Teaching, Research, Service, and Collegiality

When a graduate student has secured a tenure-track position, how do they become successful in their institution, establish working relationships with their colleagues, and become productive scholars within their discipline? What are the academic norms, criteria, and expectations by which their peers will judge their productivity, performance, and collegiality as a new faculty member? Although departments and college missions differ in their requirements for promotion and tenure, Silverman (1999) contends that successful faculty members require exemplary performance in the four critical areas: teaching, research and scholarship, service, and collegiality.

Learning to Become a Teacher

A lifetime of educational experiences offers many insights into the different levels and varying quality of teaching practices. Good teaching involves both a commitment to and a sense of responsibility for student learning. In education, we are held to a high standard in the training and preparation of future educators. Therefore, it is critical to seek answers to the question, "How should doctoral students prepare themselves to become exemplary teachers?" The responsibility lies in our commitments: to the public, to our students, and to our own desire to better ourselves as educators.

In graduate education, good teachers do not give an "A" or a smiley face to make the student feel good. When they do, they are not doing the doctoral student any favors. Good teachers, as well as advisors and committee chairs, should provide doctoral students with rigorous and constructive feedback on their academic work and writing. They should stimulate and push the student's thinking intellectually, and if doctoral students feel they are not getting this quality feedback, then they must ask for constructive guidance and input. My advice to the aspiring faculty member is to watch and emulate those who are exemplary teachers. When students have a bad teacher, they will know it. And they will learn from these experiences what not to emulate in their teaching.

Some institutions offer a more formalized approach to teaching with internships and graduate credit for teaching college coursework. If there is no formal training for teaching effectively within a doctoral program, offer to teach an undergraduate or graduate class in the same institution or at a different one. I remember sitting in some classes a second time to learn how to deliver the material and teach the course. Adopting the perspective of a teacher is a very different experience from the student perspective of learning the material for the first time. I also suggest that advanced doctoral students ask to help their professor grade papers. They can duplicate papers and compare their evaluation and assessment with that of their chair.

Another means of getting useful feedback on your teaching is to tape your lessons. I vividly recall my first graduate teaching experience via interactive television to students on various neighboring islands (i.e., Kaua'i, Hawai'i, Maui) from the Mānoa campus on O'ahu. I was fortunate that the classes were taped, and I was able to review the tape and discuss my teaching strengths and weaknesses with my advisor.

Finally, doctoral students and new professors should use student evaluations as constructive criticism. Don't be hurt by them or take the feedback personally, but rather use the evaluations to learn to become a better professor. Yes, there may be a "crackpot" or an outlier from the norm who can get personal or destructive in their comments, but try to remember, and this can be hard for the individual who really cares about good teaching, that extremely negative comments are neither worth the time nor the energy, as they are usually unhelpful.

Learning to Become a Researcher

I remember attending a conference session designed for doctoral students that featured several journal editors from several of the journals in my field. There was a young man from a top ranked university who stood up and asked the journal editors: "How do doctoral students get involved with research?" I was stunned that a doctoral student could ask this question. I was even more surprised to learn that he was from a noted research university. What does this say about his research socialization? I also clearly remember the terse response from one of the editors who replied: "If you want to conduct research and be a professor at a research university, then you need to work with someone who does research." When asked to be more specific, the editor added: "All faculty members do research—some faculty do enough to just get by, and others are highly productive scholars. So it is important to work with those faculty members who are exemplary researchers. They are, of course, best qualified to teach and prepare doctoral students for the rigors of conducting research."

I strongly believe that obtaining a graduate assistantship is the best way to experience the benefits of socialization and mentoring in research. Yes, the pay is very low, and graduate assistants may not be able to go to the movies as often as they would like, but I considered my experience as a graduate assistant as a professional investment in my future. Doctoral students need to read broadly and learn the work of those exemplary scholars who are writing on the important and defining topics and issues of the day. These readings should be in addition to formal coursework. Working closely with a professor to learn about the various elements of a research article is invaluable. My advisor would duplicate manuscripts and proposals for me to read, evaluate, and assess. Then we would come back together and compare our notes. It was fun to see how closely my notes would come to her evaluations and assessments. I also asked to read and discuss her writings and sought to become involved in her research. Clearly, I was the protégé driven to learn all that I could from my mentor.

In addition to working with those faculty members who are active researchers, doctoral students need to attend and participate, as much as possible, in national research meetings and conferences. Attending a national meeting allows doctoral students the opportunity to observe respected researchers within their field and to listen in on and even participate in important national debates on important issues. Reading a paper at a conference is a valuable experience in presenting ones ideas to a critical audience. It is also important for students to know their field of study and be professional about the presentation of their work. New faculty members are expected to "hit the ground running" (Whitt, 1991) with respect to their research. The dissertation will serve as a treasure trove of data that can be mined by the new faculty member to produce one or two articles to hold them over until they can establish a research agenda and get their writing and publishing cycle in full gear. A senior professor once told me always to try and keep something in review. This way the new faculty member will always have something in the research cycle (e.g., obtaining data, writing a conference proposal, presenting the work at a national conference, revising the conference paper to an article, submitting the work to a refereed journal, revising and resubmitting the manuscript, and, finally, getting it accepted for publication). If doctoral students want to be professors at a research university, they need to be inspired by a love and desire for discovery—to create new knowledge through their research endeavors. Successful research and scholarship, it should be noted, are essential requirements for earning tenure at research/doctoral-extensive universities.

Learning to Serve the Academy

Service and committee work (e.g., student committees, faculty senate work, task forces, ad hoc committees, local or national service) is the faculty's contribution of their time and expertise toward a university, scholarly, or community activity. Service and committee work can take place at many levels within the university (e.g., department, college, university, system), as well as externally to the institution (e.g., local, state, national, international). I remember watching my mentor and her willingness to serve the university community, her students, and her professional association. I would attend

some of these service activities or committee meetings with her and when we returned we would talk about the various experiences and agendas that people were supporting or not supporting, and why they had the perspective they had, or why we didn't have a clue as to what was going on with personalities or agendas. The value of these experiences has been to provide me a better understanding of the various institutional structures and processes of faculty decision-making within higher education.

I suggest that when students become new faculty members, they should try, as much as possible, to select or match service activities with their interests and areas of research. This approach will serve a dual purpose: 1) to enhance the faculty member's research agenda; and 2) to provide the faculty member areas of professional development. Although I believe in serving the academy, service activities can also be less rewarding than teaching and research. In addition, service can quickly drain time from the new faculty members' research work. The new faculty member needs to be mindful of how to manage time with respect to service. From my limited experience, I recommend that new faculty members should not go out of their way to look for service activities. All too often, it beats its own path to them, and at a much faster rate than they expect, especially if the new faculty member is perceived as a willing servant and citizen of the academy. There are times, however, when the new faculty member must say no.

Other forms of service activities are also important to the tenure and promotion process. Faculty can serve as a manuscript reviewer for journals, a proposal reviewer for research meetings, and a contributor and participant in professional associations. This work is about serving the academy–both within and outside of one's institution. If students want to be professors, I recommend that they attend professional research meetings in their field, present their research, and eventually aspire to holding a national or international office. Boice (2000) contends that in order to fail in teaching and writing, one has to prove oneself incompetent beyond doubt. To fail socially, one needs only the appearance of aloofness and uncooperativeness. Boice suggests that by downplaying socialization and service, you greatly increase the risk of a poor start, which can lead, ultimately, to failure.

Learning to Become Collegial

Being a good colleague to peers within the institution and across the country undergirds everything else that a new faculty member does, but it is rarely discussed by chairs and mentors. Collegiality entails that everyone gives each other positive, as well as critical feedback. It entails that they discuss and debate ideas and issues openly—without getting personal or taking criticism personally. The operative word here is 'personal.' Unfortunately, insecure or less productive individuals often are the first to feel that someone is out to get them. If there is "something" going on in the department among and between colleagues rarely is it discussed with students in the department, nor should it be. Despite the issues and debates that may exist among colleagues, the goal should remain clear—to make the department or program a better place for faculty members and their students to achieve their best work.

There are, however, other aspects to collegiality. For example, to what extent is a faculty member contributing to the department's teaching, research, and service activities? Is she or he being a good colleague by doing their fair share of the committee and service work? Are they taking on a fair load of student advising and teaching? Are they maintaining respectfulness to one another? Respect in the academic world should not be a matter of whether one agrees or disagrees with other members in the department. Respect is the glue that holds collegial relationships together.

A Few Concluding Thoughts

Tenure-track positions are posted throughout the academic year and most are open to a nationwide search. Securing a faculty position depends on the number of candidates seeking employment, the number and types of employers seeking new PhDs, and the candidate's training, capabilities, skills, recommendations, and presentation of self (Kronenfeld & Whicker, 1997). New faculty members can be selected for a variety of reasons: potential for scholarly work, expertise or a desired line of inquiry, social and collegial fit in the department, the prestige of the school from which they earned their degree, or the scholar with whom they worked. Rarely are new faculty members hired at research universities for their potential in teaching and service skills. When new faculty members are appointed to tenure-track faculty positions in the academy, they must focus on becoming productive and successful scholars in their area of expertise, earning tenure, and fostering collegial relations (Rosser, 2003). Pursuing these goals can be the most challenging, and rewarding, steps to a successful academic career. New faculty members need to move completely from their student role to a faculty role in

order to become a contributing colleague within their department, an exemplary scholar in their field, and an inspirational teacher, advisor, and mentor of students.

As new faculty members are preparing to enter the academic workplace, they are best served by a professional and academic socialization that comes from a positive and rigorous mentoring experience. I'm grateful to have inherited so many valuable learning experiences from the legacy of academic women who have gifted their professional experience in higher education to a new generation of doctoral students. I remember my mentor telling me that there is no greater reward than to hood a doctoral student at commencement. As with much of her advice and guidance, these are words of wisdom to pass on. I recently hooded my first doctoral student. She is right, there is no greater reward for a faculty member who wishes to serve the academy and his or her students.

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